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ABSTRACT

American elementary and secondary community schools abroad seek to both provide schooling for children of Americans abroad and strengthen cross-cultural understanding. More than three-fourths of these schools were founded since 1950. They are privately controlled and supported from tuition fees supplemented by grants-in-aid from the Office of Overseas Schools of the Department of State and by support from business firms, foundations, and local governments. They provide opportunities for American students and teachers to participate in language and areas studies programs and to associate with students and teachers from many countries. Non-American students and teachers in the schools have the opportunity to become acquainted with Americans and American educational philosophy. School systems and other groups in the United States have an opportunity to share resources with overseas schools and use overseas schools as resources for international educational programs. The Office of Overseas Schools of the Department of State, the Association for the Advancement of International Education, the American Association of School Administrators, and other organizations and individuals in the American educational community seek to assist the American elementary and secondary community schools abroad in meeting their dual purpose. (Author/JM)

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American Elementary & Secondary Community Schools Abroad

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

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Foreword

The platform of the American Association of School Administrators delineates the importance of equal educational opportunity for all Americans as the principal means for preservation of our heritage of freedom and government under law as expressed in the Declaration of Independence and the Constitution. This Association applauds the community efforts made by Americans living overseas to secure these opportunities for their children. Further, the Association endorses the application of the fundamental principles of financial aid administered through the Department of State's Office of Overseas Schools to supplement those efforts. When American citizens are called upon to live abroad while serving their government, their dependents are entitled to educational opportunity equal to what would be available in a domestic situation.

The efforts made by overseas clientele to identify their schools with the host community, to take advantage of local learning resources, to internationalize faculty and student body, make these schools exciting centers for world understanding with an almost unexplored potential as resource centers for our domestic school systems.

AASA showed its interest in the educational efforts of overseas Americans in 1966 by publishing a firsthand account of American-sponsored overseas schools—*The Mission Called O/OS*, and again in 1969 when the first edition of the present publication appeared. In 1968 AASA committed its efforts to working toward the benefit of these schools by entering into a continuing contract with the Office of Overseas Schools. Tht School-to-School Program, which was provided structure and guidance and which was considerably extended under this contract, expanded the horizons of U.S. school systems and provided AASA with a means for influencing the improvement of education for world understanding. AASA also

supported the establishment and development of the Association for the Advancement of International Education (AAIE), which has assumed AASA's role in support of the School-to-School Program. Through its continuing relationship with AAIE, AASA retains its interest in and support of the School-to-School Program and the opportunities it offers AASA members.

The schools described by Dr. Luebke in this presentation are the ones involved in the School-to-School projects. *American Elementary and Secondary Community Schools Abroad* provides a valuable source of information for professionals seeking information about opportunities abroad, for parents considering overseas work assignments, and for the general public.

The nearly 20,000 members of AASA directed the attention of the education profession to the important area of international education through the words of a resolution adopted at their 1976 convention:

AASA urges the establishment of educational programs which:

- Reflect an international point of view.
- Promote knowledge concerning various peoples and problems that relate to the world community.

AASA further urges better communications among the educational communities of the world.

AASA has long recommended to school boards that they encourage participation in international programs. The American-sponsored overseas schools provide one avenue for such participation, and they provide valuable "windows" on the world. They serve as demonstration centers of American education and, at the same time, they strive to provide equal educational opportunity for the children of those who represent us in service abroad.

Paul B. Salmon
Executive Director, AASA

CHAPTER 1

Americans Abroad

During the early 1970's approximately eight out of every 1000 United States citizens lived abroad. A population roughly the size of the St. Louis or the Minneapolis-St. Paul metropolitan areas lived and worked outside the boundaries of the United States. By the middle 1970's the total number had begun to decline, largely because of decreases in United States military personnel and their dependents stationed abroad, but the total number—nearly one and three quarters million persons—continued to constitute a considerable segment of the American population. Table 1 shows the makeup of the overseas Americans according to data obtained from the 1970 census.[1]

Who are the people who serve abroad? Why do they go? How long do they stay? What are their backgrounds? What do they do?

[1] The data in this and succeeding tables and figures relating to the United States population abroad are drawn from: U.S. Bureau of the Census. *Census of the Population: 1970. Subject Reports: Americans Living Abroad.* Final Report PC(2)-10A. Washington: U.S. Government Printing Office, 1973.

Table 1. United States Population Living Abroad, 1970

	U.S. Gov't. Military	Civilians			Total All Groups
		U.S. Gov't. Civilians	Private Sector	Total	
Employees or Heads of Household	1,057,776	56,448	102,861*	159,309	1,217,085
Dependents	317,999	53,367	133,475	186,842	504,841
Total	1,375,775	109,815	236,336	346,151	1,721,926

* Does not include 15,910 persons listed as crews of merchant vessels.

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Eighty percent are U.S. military personnel and their dependents, but who are the other 20 percent?

Characteristics of the Overseas Population

Census data reveal a wealth of information concerning the U.S. civilian population overseas, both civilian government employees and private sector personnel. In general, as is evident from comparison of the data in Tables 2 and 3, a greater proportion of the private sector civilians employed overseas are male than in the case of government employees. The 1970 data show that more than 70 percent of the former were male, whereas only about 60 percent of the government employees were male. A comparison of these data with figures from the 1960 census show a large increase in the proportion of female private sector employees; from 1960 to 1970 the number of women increased by nearly 27 percent at the same time that the number of male employees increased just over 9 percent. Furthermore, the proportion of female government civilian employees filling positions of stenographers, typists, and other clerical workers decreased from one fifth in 1960 to one sixth in 1970.

The data indicate that, on the whole, private sector employees have worked abroad longer than govern-

Table 2. Length of Service Abroad of U.S. Federal Civilian Employees, 1970

Years	Male Employees		Female Employees		Total Employees	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
2 or less	9,406	29.6	8,391	38.2	19,797	33.1
2 to 10	18,225	57.4	11,793	53.6	30,018	55.8
More than 10	4,123	13.0	1,812	8.2	5,945	11.1
Total	31,764	100.0	21,996	100.0	53,760*	100.0

* Excludes 2,688 Federal civilian employees listed as "at sea."

Table 3. Length of Service Abroad of U.S. Private Sector Employees, 1970

Years	Male Employees		Female Employees		Total Employees	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
2 or less	14,096	28.2	4,944	24.8	19,040	27.2
2 to 10	26,933	53.8	9,836	49.2	36,769	52.5
More than 10	9,004	18.0	5,187	26.0	14,191	20.3
Total	50,033	100.0	19,967	100.0	70,000*	100.0

* Excludes 62,592 listed as "not employed" and 29,265 for whom no statistics were available.

ment employees; more than 20 percent of the former have lived abroad 10 years or longer, whereas only about 10 percent of federal employees have lived abroad this long. Perhaps related to the factor of longer overseas service is the fact that census data show two-thirds of private sector employees "able to speak" the local language; only about half of federal civilian employees claim this skill.

In 1970, approximately half of both government and private sector employees held college degrees, and, in addition, a quarter of government employees and a third of private sector employees held advanced degrees.

Occupational Classifications

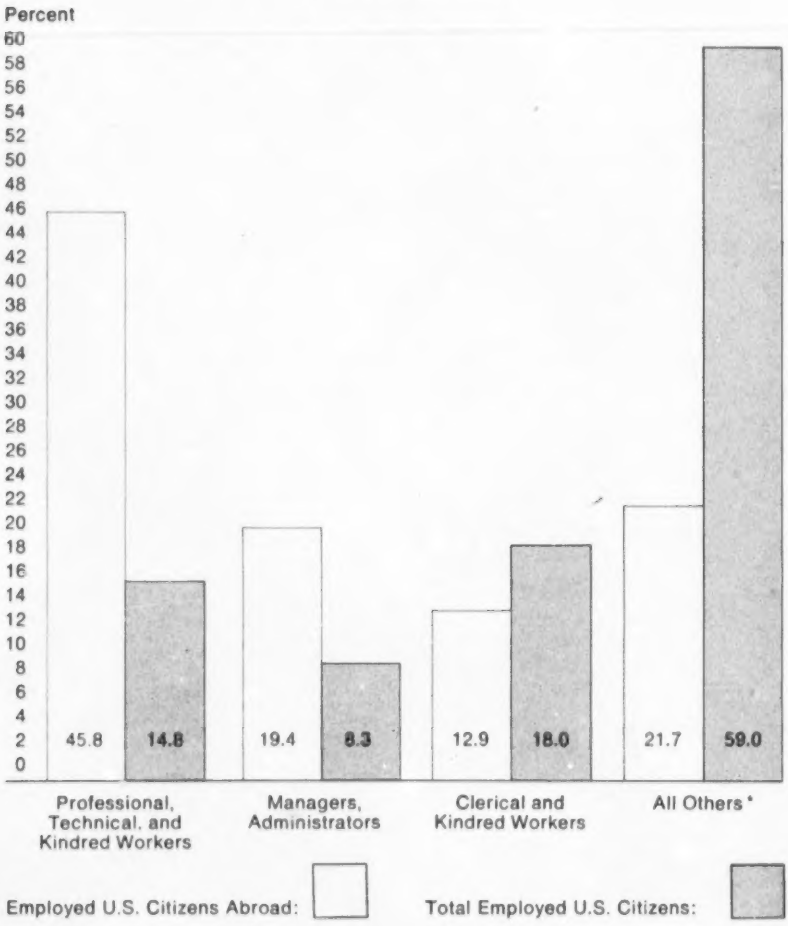
"Professional, technical, and kindred workers" was the largest general occupational classification for both government (44.6 percent) and private sector (58.0 percent) employees overseas. Among federal civilian employees the classifications next most widely held were "managers and administrators" (25.0 percent) and "clerical and kindred workers" (20.9 percent). In the private sector the only classification other than "professional and technical" accounting for more than 10 percent of the total was "managers and administrators" (19.0 percent). Within the "professional and technical" group of male federal employees, the most frequently reported classifications were teachers, engineers, engineering and science technicians, accountants, scientists, and social scientists. Female federal "professional" employees were principally teachers. In the private sector the largest male "professional" classifications were religious workers; engineers; teachers; scientists; engineering and science technicians; writers, artists, and entertainers; and accountants. Religious workers, teachers, and nurses were the most frequently noted classifications among female private sector "professional" employees. The male private sector civilian group also includes a large number (17,541) of persons listed as "not employed," the majority of whom are 65 years old or older, and presumably are retired.

Figure 1 compares the occupational classifications of the employed United States civilian population overseas, 16 years old and over, with the occupational classifications of the total employed United States population. It is clear from the data concerning occupations and levels of educational attainment that both the government and the private sector civilian population abroad represents a select group, above average in education and training, and atypical in the large proportion of persons occupying positions of responsibility and leadership. There are practically no laborers, farm, sales, or service workers, and very few operatives—occupational classifications which comprise the large majority of the normal American population.

Education of Dependents

The educational opportunities these overseas citizens seek for their children are not unlike those sought

Figure 1. Percent Distribution by Major Employment Classifications of Employed U.S. Citizens Abroad and Total Employed U.S. Citizens, 16 Years Old and Over



* Includes Sales Workers, Craftsmen, Foremen, Operatives, Laborers, Farmers, and Service Workers

by similar population groups in the United States. Americans living at home have come to take it for granted that free, public education should be available for their children, but that portion of the American population which lives abroad —nearly one per cent of the total —cannot take American-style educational opportunities for granted.

U.S. military dependents have available the schools operated for them by the Department of Defense,[2] but few other Americans living overseas have available to them anything which approximates free, public education for their children.

The educational needs of American children living overseas with their parents are being met through a great variety of schools and educational programs. A survey of schools attended by U.S. government dependents at foreign posts conducted by the Office of Overseas Schools of the Department of State in 1974 reveals that 15,669 such children were attending a total of 635 individual schools [3] located at the 206 posts reporting. Of these schools, 54 were conducted in French, 13 in Spanish, four in German, two in Norwegian, one each in Portuguese and Japanese, and 72 schools employed English as well as one or more other languages as the languages of instruction. The remaining 488 schools were conducted in the English language. The list included local public and private schools; schools operated by French, British, or other governmental or national groups; religious schools; company schools; proprietary schools; supervised home study programs; tutorial groups; and the type of school attended by the majority of these students: American elementary and secondary community schools, established and operated by associations of parents of children enrolled.[4]

[2] Outside the scope of this booklet are the dependents' schools operated by the U.S. military services in connection with U.S. military bases in various parts of the world, particularly in Europe and the Pacific area. Those students who qualify by reason of their parents' employment are admitted to these schools on a space-required, tuition-free basis. These schools are described by William G. Thomas and Thomas T. Drysdale in "The Origin and Development of the Department of Defense Overseas Dependent Schools" in William G. Thomas (ed.), *American Education Abroad*. New York: Macmillan Information, 1974, pp. 13-20. Further information may be obtained from the Office of Overseas Dependents Education, Department of Defense, Washington, D.C. 20301.

[3] This number does not include any of the U.S. military dependents' schools, or any boarding schools or other schools away from the post of the parent's assignment.

[4] Schools of this type have a broad variety of names, including "International," which should not be considered a separate category of schools. All "international" schools have student bodies and teaching staffs which represent a number of countries, and most seek to meet the educational needs of their international clientele, but these "international" schools are basically American or British in orientation. Brief description of schools of all the above types, as well as other programs offering employment opportunities abroad for American educators, are included in Lorraine Mathies and William G. Thomas (eds)., *Overseas Opportunities for American Educators and Students*. New York: Macmillan Information, 1973.

Most American community schools abroad began their existence in converted residences such as the school shown above, although an increasing number are housed in well-planned, modern school plants such as that shown below.

CHAPTER 2

American-Sponsored Overseas Schools

Historically, Americans abroad have chosen to establish and operate community schools wherever they have been stationed rather than to send their children away for their education. Nearly ninety years ago—in 1888—United States citizens living in Mexico City established their own school in order to offer their children educational opportunities similar to what would have been available to them at home. This was the first of several hundred elementary and secondary community schools which have been established since that time by United States citizens in nearly a hundred foreign countries and dependencies abroad.[1]

Establishment

Many of the first overseas schools were founded by religious orders to serve Americans living abroad or by missionary groups for the education of their children. Others were set up and have been operated by individual business and industrial firms with interests abroad, and in certain countries enterprising individuals have established proprietary schools. The majority of existing American community schools abroad, however, have resulted from the cooperative efforts of various individuals and groups, representing both government and private interests, who have established community associations for the purpose of operating schools for their children. As described in some detail in *The Mission Called A/OS*,[2] most of these schools in their beginning periods were not unlike the little one-room school of earlier times, but many have since developed into large, well-equipped

[1] The history of this school is recounted in detail in Louise Honey, *A History of the American School in Mexico*. Mexico, D.F.: The American School Foundation, 1973.

[2] American Association of School Administrators. *The Mission Called A/OS: A Firsthand Look at American-Sponsored Schools in Other Lands*. Washington, D.C.: the Association, 1966. pp. 8-34.

educational institutions comparable in many respects to their counterparts in the United States.

The United States government through the Office of Overseas Schools of the Department of State, provides assistance to about one hundred forty such American elementary and secondary community schools throughout the world which meet the criteria established under the legislation authorizing assistance. These legislative authorities established criteria for the selection of schools eligible to receive assistance: They were to be nonsectarian, nonprofit elementary and secondary institutions established and maintained by American groups or individuals, which enrolled American, host-country, and third-country children, and which followed basically an American or binational curriculum under the direction of American or American-trained teachers, supervisors, and administrators.[3] These criteria provide the basic definition of the so-called "American-Sponsored Overseas Schools" throughout the world which continue to receive assistance through the Office of Overseas Schools. There are, of course, many American overseas schools besides the schools which have qualified for government assistance, but it is this group of schools with which this booklet is concerned.

Research

There have been a number of theses, dissertations, and other research papers prepared in recent years concerning American-sponsored overseas schools. The findings of many of these projects have been collated and organized in a publication by the dean of the College of Education of the University of Alabama,[4] an institution which has long been active in the in-service training of overseas school staff members. *A Research Matrix* has summarized existing studies according to the following categories: School Setting, School Institutionalization, School Organization and Administration, School Program, Personnel, and Pupils. Content and methodology are codified in the matrix as to "statistical data," "descriptive/historical," or "prescriptive/theoretical," and the studies are further coded as to the geographical region in which each was conducted. In addition to the narrative descriptions, this publication graphically portrays the areas which have received attention and points to the gaps which extant research leaves in the author's outline.

Another publication, entitled *American Education Abroad,* contains several chapters devoted specifically to the problems of American-sponsored overseas schools, their students, and their staffs, contributed by persons working in or closely associated with the overseas schools.[5] The book treats "Trends, Movements and Systems of Overseas American Education and Educators" (Part I), "Roles of Overseas American Educators" (Part II), and "Recruitment, Training and Evaluation in Overseas American Education" (Part III).

[3] The criteria are quoted in full on pages 40-41 of this booklet.

[4] Paul Glenn Orr, *The American Sponsored Overseas School: A Research Matrix.* Buzzards Bay, Mass.: The Center for International Education of the Massachusetts State College System, 1974.

Table 4. Number of American-Sponsored Overseas Schools, by Region, Established During Various Periods

Region	Number of schools	Date of establishment						
		Before 1900	1900-19	1920-39	1940-49	1950-59	1960-69	1970-75
American Republics	48	1	1	8	13	18	6	1
Europe	37	1	1	—	5	9	19	2
Africa	20	—	—	—	1	3	14	2
Near East/ South Asia	18	—	2	—	—	9	5	2
East Asia	17	—	1	2	1	7	4	2
All regions	140 (100.0%)	2 (1.4%)	5 (3.6%)	10 (7.1%)	20 (14.3%)	46 (32.9%)	48 (34.3%)	9 (6.4%)

It is not the purpose of the present volume to consider areas such as the above in detail; the sections which follow will present information regarding dates of establishment of the schools assisted by the Office of Overseas Schools of the U.S. Department of State, as well as descriptive data regarding student bodies and staffs. Subsequent chapters will deal with the Office of Overseas Schools and its program of assistance to the schools.

Dates of Establishment

The American-sponsored overseas community school, generally speaking, is of relatively recent origin. Table 4 shows that of the 140 schools assisted in 1975 only 17 were in existence prior to the outbreak of the Second World War, and only 7 of these were outside the Western hemisphere. Eight schools—all in the American Republics—were established during the war years, and the reminder, more than 80 percent of the total, were founded after the close of the war. (It is not surprising, of course, that this should be the case, because it was not until this time that large numbers of Americans, both government employees and private citizens, began to be stationed outside the borders of the United States.) Just over 40 percent of the schools have been established within the past decade and a half—since 1960—and nearly 20 percent within the past 10 years.

It is evident from the data in Table 4 that the schools in the American Republics differ from schools in other regions in that they have existed in larger numbers over a longer period of time; more than half of these schools had been founded before 1950, a point in

[5] Thomas, *op. cit.* See especially Donald K. Phillips, "Next Stop: Bucaramanga or Kuala Lumpur?," pp. 5-12; Thomas F. Kelly, "The Overseas School: Administrative Creativity Put to the Test," pp. 83-90; Albert A. Chudler, "The International School Principal," pp. 117-122; John M. Bahner, "Fund Raising and Staff Development: Problems and Solutions Regarding Two Major Concerns of Overseas Schools," pp. 161-168; and David Churchman, "Evaluation of American Overseas Educational Programs," pp. 169-176. Another chapter, which describes the efforts to establish the International Baccalaureate as a springboard from "international schools" to universities anywhere in the world, makes many references to American sponsored overseas schools: Robert J. Leach, "International Schools, A Reflection," pp. 71-78.

time at which only 14 of the schools existed elsewhere in the world. As suggested by information which follows, the schools in the American Republics differ from other American-sponsored overseas schools in certain other respects as well.[6]

Student Bodies and Staffs

Tables 5 through 8 summarize information concerning citizenship of students and of professional staff members of these American-sponsored community schools abroad which received assistance from the Office of Overseas Schools in 1975. Of the total of nearly 74,000 pupils enrolled in these schools, approximately 47 percent, as shown in Table 5, are United States citizens, and the remaining 53 percent represent nearly 100 countries in all parts of the world. The ratio of American to non-American teachers on a world-wide basis is not much different: 55.2 percent Americans and 44.8 percent non-Americans (Table 6). Thus, not only the overseas location of the schools, but the makeup to student bodies and staffs as well suggests that these schools are international in character.

Table 5. Distribution by Citizenship Group of Pupils Enrolled in American-Sponsored Overseas Schools, by Region, 1974-75

Region	Number of schools	Distribution of enrollment												TOTAL ENROLLMENT
		U.S. Citizens					Non-U.S. Citizens							
		U.S. government dependents	Business & foundation dependents	Other U.S.	TOTAL U.S.		Host country citizens		Third country citizens		TOTAL NON-U.S.		
					Number	%	Number	%	Number	%	Number	%	
American Republics	48	1,918	3,677	3,799	9,394	28.2	20,048	60.3	3,822	11.5	23,810	71.8	33,294
Europe	37	2,656	4,357	1,708	8,721	61.8	2,082	14.8	3,301	23.4	5,383	38.2	14,104
Africa	20	904	522	532	1,958	37.1	598	11.3	2,716	51.5	3,314	62.9	5,272
Near East/ South Asia	18	1,819	2,458	975	5,252	68.9	477	6.3	1,896	24.9	2,373	31.1	7,625
East Asia	17	3,938	3,729	1,706	9,373	70.1	1,000	7.5	2,996	22.4	3,996	29.9	13,369
All regions	140	11,235	14,743	8,720	34,698	47.1	24,205	32.9	14,731	20.0	38,936	52.9	73,664

[6] For detailed information concerning several binational schools in the American Republics, see Paul G. Orr and Robert G. Seaquist. *The Binational Schools: A Planning Base for Schools in Colombia and Haiti.* University: Bureau of Educational Research, College of Education, University of Alabama, 1968, and Paul G. Orr, Carrel M. Anderson, Jr., and Lee Forehand, *A Study of Binational, Bilingual, and U.S.-Type Education in the San Jose, Costa Rica Area.* University, Alabama: The University of Alabama, 1971. Comparison of this current information with descriptions of binational schools in Latin America which were published more than a quarter century ago suggests that the basic organization and philosophy of these schools has been long established. See Douglas S. Ward. "American School of Quito." *School and Society* 64:385-86; November 30, 1946. "Bi-Lingual, Bi-National School." *Phi Delta Kappan* 28: 377-80; May, 1947.

Table 6. Distribution by Citizenship Group of Professional Staff of American-Sponsored Overseas Schools, by Region, 1974-75

Region	Distribution of Professional Staff Members								
	U.S. Citizens		Non-U.S. Citizens						TOTAL
			Host Country		Third Country		Total non-U.S.		
	Number	%	Number	%	Number	%	Number	%	
American Republics	1,107	43.3	1,294	50.7	153	6.0	1,447	56.7	2,554
Europe	781	62.7	232	18.6	232	18.6	464	37.3	1,245
Africa	253	60.0	23	5.5	146	34.6	169	40.0	422
Near East/ South Asia	539	74.0	88	12.1	101	13.9	189	26.0	728
East Asia	625	60.3	310	29.9	102	9.8	412	39.7	1,037
All regions	3,305	55.2	1,947	32.5	734	12.3	2,681	44.8	5,986

Consideration of the data concerning students and staffs for each region suggests regional dissimilarities. Tables 7 and 8 indicate that the schools in East Asia as a group have the highest percentage of American students and staff—the median percentage of American children in these schools is 68.4 as compared to 43.7 for the schools worldwide. The median percentage of American teachers in East Asia

About half of all children enrolled in overseas schools assisted by the Office of Overseas Schools are non-American children who are citizens of nearly a hundred countries around the world.

Table 7. Distribution of American-Sponsored Overseas Schools by Percent of U.S. Citizen Pupils Enrolled, 1974-75

Percent enrolled	Region					
	American Republics	Europe	Africa	Near East/ South Asia	East Asia	All regions
0–10	10	1	2	—	—	13
11–20	9	2	2	—	—	13
21–30	6	7	3	2	1	19
31–40	5	6	1	2	1	15
41–50	7	8	2	4	3	24
51–60	5	3	7	—	2	17
61–70	3	4	1	5	3	16
71–80	3	3	—	4	4	14
81–90	—	2	1	—	2	5
91–100	—	1	1	1	1	4
Total schools	48	37	20	18	17	140
Median percentage	29.0	43.7	48.5	54.8	68.4	43.7

Table 8. Distribution of American-Sponsored Overseas Schools by Percent of U.S. Citizen Professional Staff Members, 1974-75

Percent of staff	Region					
	American Republics	Europe	Africa	Near East/ South Asia	East Asia	All regions
0–10	2	1	—	1	2	6
11–20	6	1	—	—	1	8
21–30	9	1	2	—	—	12
31–40	6	1	2	—	1	10
41–50	3	9	1	2	—	15
51–60	8	6	1	3	1	19
61–70	6	8	8	4	4	30
71–80	6	6	3	4	4	23
81–90	1	3	1	1	3	9
91–100	1	1	2	3	1	8
Total schools	48	37	20	18	17	140
Median percentage	38.0	60.0	66.1	66.7	71.8	60.0

schools is 71.8, considerably higher than the median percentage of 60.0 for all schools.

As noted earlier, the schools in the American Republics as a group can be described as being binational in character, with 60.3 percent of the regional total number of students (Table 5) and 50.7 percent of the staff members (Table 6) being citizens of the countries in which the schools are located. The

data in Tables 7 and 8 indicate that of the 48 schools in the American Republics, 37 have enrollments of less than 50 percent American students, and 26 have professional staffs comprised of less than 50 percent American members. Further, the percentages of host-country students and staff members in these schools are 60.3 and 50.7 respectively, as compared to 32.9 and 32.5 for the schools worldwide.

These binational schools offer instruction both in English and in the local language, and they not only seek to meet the requirements of U.S. accrediting associations, but they also meet the basic requirements of local educational authorities as well. In considering the uniqueness of the American-sponsored schools in the American Republics, it should also be noted from Table 5 that of 24,205 host-country children enrolled in the schools worldwide, 20,048 of these children—82.9 percent of this total—are enrolled in the schools in that region. That there are exceptions to the generalization regarding the binational character of the schools in Latin America, however, is evident from Tables 7 and 8 which indicate that there are also schools in this region with high percentages of U.S. citizen students and staffs.

Only slightly more than a third of the pupils enrolled in the schools in Africa are American citizens. At first glance this might seem to suggest that also in this region there are a large number of binational schools. However, the data in table 5 indicate that only 11.3 percent of the pupils enrolled in these schools are local national children, and that

Nearly all overseas schools include among their instructional staff members a number who are citizens of the host country or of other countries besides the United States.

51.5 percent of the pupils are third-country nationals. Thus, the student bodies in certain schools in Africa, as is also apparent from Table 7, are international or multinational in character, rather than binational or primarily American. Individual school data available in the Office of Overseas Schools indicate that a number of these schools also strive for multinational character as regards curriculum and teaching methods by drawing from other countries as well as the United States for textbooks and other teaching materials and methods, and seeking to staff their schools with teachers from various countries.

There are also a number of such multinational schools in other regions of the world. On the whole, however, the majority of the schools follow basically the American pattern of education and rely primarily upon American courses of study and grade placement of subject matter, teaching methods, instructional materials, inservice training of teachers, and the like.

Staff Recruitment

Table 6 shows that of the 5,986 professional staff members serving in the overseas schools, 3,305 (or 55.2 percent) are U.S. citizens. Many of these U.S.-citizen teachers are the wives of U.S. government or business employees, and others are wives of local or third-country citizens. However, to the extent practicable under local circumstances, most of the schools seek to recruit their administrative and supervisory personnel and key teachers from the United States in order to provide up-to-date educational leadership. In 1974-75 a total of 1,753 persons —53.0 percent of the U.S. citizen staff and 29.3 percent of the total professional staff of the schools— fell into this category, as shown in Table 9. The high cost of transportation of people and goods is responsible, in part, for the variation among the regions in this respect which is evident from the data in Table 9.

The sources for recruitment of

Table 9. Distribution of U.S. Citizen Professional Staff of American-Sponsored Overseas Schools by Number and Percent Recruited in the United States, 1974-75

Region	Total professional staff	U.S. citizen professional staff			
		Total number	Staff recruited in the U.S.		
			Number	Percent of total U.S. citizen staff	Percent of total staff
American Republics	2,554	1,107	569	51.4	22.3
Europe	1,245	781	519	66.5	41.7
Africa	422	253	123	48.6	29.1
Near East/South Asia	728	539	243	45.1	33.4
East Asia	1,037	625	299	47.8	28.8
All regions	5,986	3,305	1,753	53.0	29.3

these professional staff members are many and varied. Many teachers and administrators are recruited through School-to-School partnerships, and an increasing number of college and university placement bureaus have begun to list openings in overseas schools. More and more school systems throughout the United States also are beginning to recognize the value of staff members with professional experience outside the United States and therefore encourage selected employees to serve overseas under sabbatical and other leave programs. Although the individual schools are responsible for their own recruitment, the Office of Overseas Schools assists when requested, in part through a contract with International Schools Services,[7] to enable this organization to interview and select candidates and recommend them for placement in overseas schools.

Salaries and perquisites offered by the overseas schools vary greatly primarily because of the great diversity of financial resources available to the schools, but also because of local conditions which frequently restrict or facilitate a school's actions in financial matters. Although detailed salary data are supplied by the schools each year, meaningful comparison among overseas schools and with schools in the United States is extremely difficult because of a great many factors such as cost of living, tax status, rapid inflation, and the like.

Tables 10 through 12 present data concerning base salaries paid to overseas chief administrators, elementary principals, and teachers in those schools with enrollments of 300 and above which have U.S.-recruited chief administrators. The tables also include salary data on superintendents, elementary principals, and teachers in a random sampling of public school systems in the United States with enrollments ranging from 300 to 2,499. It must be emphasized that the tables present base salary data only; as noted in the footnotes on the tables, most overseas schools provide, in addition to base salary, such perquisites as housing, international travel and shipment of household and personal effects, cost of living and hardship differentials, tax relief, repatriation allowance, free tuition for dependent children, and the like. There is no uniformity among schools with regard to perquisites, and it is evident from examination of the statistical reports from the schools that often the schools offering the lowest base salaries also offer little or nothing in terms of "extras." When reading the tables, therefore, it should be borne in mind that an individual may receive nothing in addition to the amount shown, or, to cite the extreme example, additional emoluments costing his employer as much as 163 percent of base salary.

Table 12 includes a column which shows the percent distribution for all overseas schools except those in the American Republics. It is evident from the data that the salaries in this region as a whole are low when compared to the other regions—96.7 percent of all the mean salaries are below $9,500—

[7] International Schools Services (ISS), 126 Alexander Street, Princeton, New Jersey 08540. Interested persons may contact ISS for registration forms and for information regarding teaching and administrative openings in most American-sponsored overseas schools throughout the world.

Table 10. Percent Distribution of Salaries[1] Paid to U.S.-Recruited Chief Administrators in American-Sponsored Overseas Schools with Enrollments of 300 and Above, and Contract Salaries Paid to Superintendents in a Random Sampling of U.S. Public School Systems with Enrollments from 300 to 2,499,[2] 1974-75

Salary Class	Region						
	Overseas						United States
	American Republics	Europe	Africa	Near East/ South Asia	East Asia	Total Overseas	
Less than $20,000	56.7	—	71.4	25.0	25.0	40.0	43.2
$20,000 to $21,999	16.7	25.0	14.3	12.5	—	15.4	17.6
$22,000 to $23,999	6.7	8.3	14.3	12.5	12.5	9.2	14.2
$24,000 to $25,999	3.3	8.3	—	25.0	12.5	7.7	8.8
$26,000 to $27,999	6.7	25.0	—	25.0	12.5	12.3	6.1
$28,000 to $29,999	3.3	8.3	—	—	25.0	6.2	6.1
$30,000 to $31,999	3.3	16.7	—	—	—	4.6	—
$32,000 to $33,999	—	8.3	—	—	—	1.5	1.4
$34,000 to $35,999	3.3	—	—	—	—	1.5	.7
$36,000 to $37,999	—	—	—	—	12.5	1.5	.7
$38,000 to $39,999	—	—	—	—	—	—	1.4
Total	100.0	99.9	100.0	100.0	100.0	99.9	100.2
Number of Schools	30	12	7	8	8	65	148
Mean	$18,282	$26,184	$18,419	$22,786	$24,146	$21,184	$21,282
Median	$18,545	$26,726	$19,000	$23,500	$25,383	$21,000	$20,600
Range—Low	$ 6,500	$20,000	$12,532	$17,100	$ 9,000	$ 6,500	$11,000
High	$35,000	$33,500	$22,346	$28,800	$37,314	$37,314	$39,600

[1] Data include base salary amounts only. Such perquisites as housing, international travel, insurance, retirement, tuition allowances for dependent children, auto allowance, and the like, are provided in addition to base salary in most cases, adding substantially to costs of staff recruitment. One superintendent, for example, earned a base salary of $19,000, but in addition received "extras" amounting to a total of $15,193.

[2] Data drawn from Educational Research Service, *Salaries Paid Professional Personnel in Public Schools, 1974-75.* Arlington, Virginia: Educational Research Service, Inc., 1975, p. 15.

Table 11. Percent Distribution of Salaries[1] Paid to U.S.-Recruited Elementary Principals in American-Sponsored Overseas Schools with Enrollments of 300 and Above, and of Mean Salaries Paid to Supervising Elementary Principals in a Random Sampling of U.S. Public School Systems with Enrollments from 300 to 2,499,[2] 1974-75

Salary Class	Region						
	Overseas						United States
	American Republics	Europe	Africa	Near East/ South Asia	East Asia	Total Overseas	
Less than $15,000	60.0	—	40.0	33.3	28.6	37.5	29.3
$15,000 to $15,999	6.7	14.3	20.0	—	—	7.5	19.5
$16,000 to $16,999	—	—	20.0	—	28.6	7.5	19.5
$17,000 to $17,999	6.7	—	—	33.3	—	7.5	9.8
$18,000 to $18,999	6.7	28.6	—	16.7	14.3	12.5	9.8
$19,000 to $19,999	—	—	20.0	—	—	2.5	—
$20,000 to $20,999	6.7	14.3	—	—	—	5.0	4.9
$21,000 to $21,999	—	—	—	16.7	—	2.5	—
$22,000 to $22,999	13.3	28.6	—	—	14.3	12.5	2.4
$23,000 to $23,999	—	14.3	—	—	14.3	5.0	—
$24,000 to $24,999	—	—	—	—	—	—	2.4
$25,000 to $25,999	—	—	—	—	—	—	2.4
Total	100.1	100.1	100.0	100.0	100.1	100.0	100.0
Number of Schools[3]	15	7	5	6	7	40	41
Mean	$13,963	$20,229	$16,055	$16,164	$17,527	$16,200	$16,458
Median	$12,500	$20,720	$16,000	$17,201	$16,934	$16,923	$15,971
Range—Low	$ 5,217	$15,719	$14,000	$10,400	$11,082	$ 5,217	$11,350
High	$22,500	$23,925	$19,438	$21,680	$23,168	$23,925	$25,800

[1] Data include base salary amounts only. Such additional payments as costs of housing, international travel, shipment of household effects, cost of living differential, overseas bonus, insurance, retirement, tuition allowance for children, auto allowance, and the like are provided in addition to base salary in most schools, adding substantially to costs of recruiting staff from the United States. "Extras" costing up to 90 or 100 percent of base salary are not uncommon.

[2] Data drawn from Educational Research Service, *Salaries Paid Professional Personnel in Public Schools, 1974-75.* Arlington, Virginia: Educational Research Service, Inc., 1975, p. 18.

[3] The numbers do not coincide with the number of schools listed in Table 4 because a number of schools do not report principals recruited in the States, or do not report separate elementary principals.

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Table 12. Percent Distribution of Mean of Salaries[1] Paid to U.S.-Recruited Teachers[2] in American-Sponsored Overseas Schools with Enrollments of 300 and Above which have U.S.-Recruited Chief Administrators, and of Mean of Salaries Paid to Teachers in a Random Sampling of U.S. Public School Systems with Enrollments from 300 to 2,499,[3] 1974-75

Salary Class	Region							
	Overseas							United States
	American Republics	Europe	Africa	Near East/ South Asia	East Asia	Total Overseas	Total Overseas Except American Republics[4]	
Less than $ 8,000	76.7	8.3	28.6	25.0	14.3	45.3	17.6	7.8
$ 8,000 to $ 8,499	3.3	8.3	—	25.0	—	6.2	8.8	10.2
$ 8,500 to $ 8,999	10.0	—	28.6	12.5	28.6	12.5	14.7	8.6
$ 9,000 to $ 9,499	6.7	25.0	—	—	—	7.8	8.8	10.2
$ 9,500 to $ 9,999	—	—	14.3	—	14.3	3.1	5.9	10.9
$10,000 to $10,499	—	—	14.3	—	—	1.6	2.9	12.5
$10,500 to $10,999	—	25.0	—	—	14.3	6.2	11.8	16.4
$11,000 to $11,499	—	8.3	—	—	—	1.6	2.9	8.6
$11,500 to $11,999	—	—	—	—	—	—	—	3.1
$12,000 to $12,499	—	—	—	12.5	14.3	3.1	5.9	3.9
$12,500 to $12,999	—	16.7	—	12.5	—	4.7	8.8	1.6
$13,000 to $13,999	—	—	—	—	—	—	—	1.6
$14,000 to $14,999	3.3	8.3	—	12.5	—	4.7	5.9	1.6
$15,000 to $15,999	—	—	14.3	—	14.3	3.1	5.9	2.3
$16,000 to $16,999	—	—	—	—	—	—	—	.8
$17,000 or more	—	—	—	—	—	—	—	—
Total	100.0	99.9	100.1	100.0	100.1	99.9	99.9	100.1
Number of Schools	30	12	7	8	7	64	34	128
Mean	$ 6,381	$10,572	$ 9,629	$ 9,826	$10,493	$ 8,402	$10,186	$10,156
Median	$ 6,230	$10,735	$ 8,794	$ 8,406	$ 9,805	$ 8,245	$ 9,611	$10,100
Range—Low	$ 3,198	$ 6,500	$ 6,789	$ 6,419	$ 7,790	$ 3,198	$ 6,419	$ 6,875
High	$14,700	$14,570	$15,178	$14,691	$15,316	$15,316	$15,316	$16,065

[1] Data include base salary amounts only. Such perquisites as housing, international travel, and the like are provided in addition to base salary in most cases, adding substantially to costs of staff recruitment. In an extreme example, a teacher receiving a base salary of $10,698 received housing, international travel, free tuition for dependents, and the like which cost the school an additional $17,452, or 163 percent of base salary.

[2] Includes counsellors, librarians, and department heads.

[3] Data drawn from Educational Research Service, *Salaries Paid Professional Personnel in Public Schools, 1974-75.* Arlington, Virginia: Educational Research Service, Inc., 1975, p. 24.

[4] Because the data show the salaries in the American Republics as a region to be low when compared to the other regions, this column has been added to facilitate comparison of the other regions with schools in the United States. See text.

Table 13. Percent Distribution of Salaries Paid to U.S.-Recruited Administrators in American-Sponsored Overseas Schools with Enrollments Below 300, by Enrollment Grouping, 1974-75

Salary Class	Enrollment Group												
	275 to 299	250 to 274	225 to 249	200 to 224	175 to 199	150 to 174	125 to 149	100 to 124	75 to 99	50 to 74	25 to 49	Under 25	Total All Schools
Less than $ 5,000	—	—	—	—	—	—	—	—	—	—	25.0	—	2.0
$ 5,000 to $ 7,499	—	—	—	—	—	—	—	—	—	—	25.0	—	2.0
$ 7,500 to $ 9,999	—	—	—	—	—	40.0	—	—	—	—	25.0	50.0	10.0
$10,000 to $12,499	66.7	33.3	33.3	33.3	—	—	—	—	25.0	14.3	—	25.0	18.0
$12,500 to $14,999	—	—	—	—	66.7	20.0	25.0	75.0	25.0	28.6	25.0	25.0	24.0
$15,000 to $17,499	—	—	33.3	33.3	33.3	20.0	75.0	25.0	25.0	28.6	—	—	24.0
$17,500 to $19,999	33.3	33.3	—	16.7	—	—	—	—	25.0	14.3	—	—	10.0
$20,000 to $22,499	—	—	33.3	16.7	—	—	—	—	—	—	—	—	4.0
$22,500 to $24,499	—	—	—	—	—	—	—	—	—	14.3	—	—	2.0
$25,000 or more	—	33.3	—	—	—	20.0	—	—	—	—	—	—	4.0
Total	100.0	99.9	99.9	100.0	100.0	100.0	100.0	100.0	100.0	100.1	100.0	100.0	100.0
Number of Schools	3	3	3	6	3	5	4	4	4	7	4	4	50
Mean	$13,673	$19,052	$15,333	$15,973	$14,883	$18,069	$15,325	$14,500	$15,250	$15,789	$ 8,020	$10,159	$14,410
Median	$12,000	$19,000	$16,000	$15,854	$14,000	$13,000	$15,900	$14,000	$14,588	$15,000	$ 6,420	$ 9,350	$14,150
Range—Low	$11,520	$12,000	$10,000	$12,000	$13,650	$ 8,575	$12,500	$13,000	$12,000	$10,000	$ 4,940	$ 7,936	$ 4,940
High	$17,500	$26,156	$20,000	$21,950	$17,000	$26,000	$17,000	$17,000	$19,823	$23,026	$14,300	$14,000	$26,156

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and this noticeably affects the overall mean, median, and range. This additional column permits comparison of the total of other schools with public schools of comparable size in the United States.

The first edition of this booklet, published in 1969, included the following passage, which is quoted here to point out that there has been, generally speaking, considerable overall improvement with regard to compensation of U.S.-recruited school staff in many schools:

> The salary data suggest, however, that average salaries in overseas schools are low when compared to the average salaries in the United States. Unweighted salary figures for 1968-69 indicate an average annual salary for professional staff (including the costs of international travel, housing differentials, and the like) of $6,749, a figure which ranks somewhat below the national U.S. average figure of $7,908. That salaries in overseas schools are increasing, however, would seem to be suggested by an Office of Overseas Schools study of financial data provided by 26 selected overseas schools in all regions of the world. The data indicate that in these schools the average increase in expenditures for instructional staff salaries from 1967-68 to 1968-69 was 20.9 percent as compared to a U.S. average increase for these expenditures of only 6.8 percent. Recent experience indicates that even though the numerous attractions of overseas service compensate in many ways for lower salary levels, overseas schools, particularly at "hardship posts," must continue to increase salary levels if they hope to remain competitive in the U.S. teacher market.

Although there are a great many overseas schools whose salary scales still are far from "competitive in the U.S. teacher market," the data in the tables suggest that, in general, salaries paid to U.S.-recruited staff do not pose the recruitment problems which they did in the past.

Table 14. Percent Distribution of Highest Earned Degrees of Chief Administrators of American-Sponsored Overseas Schools, by Enrollment Grouping, 1974-75

Degree	Under 50	50 to 99	100 to 199	200 to 299	300 to 399	400 to 599	600 to 999	1,000 and Above	All Groups
Bachelor's	42.9	33.3	18.2	17.6	—	5.0	6.7	12.5	16.4
Master's	50.0	46.7	63.6	64.7	38.5	60.0	66.7	33.3	52.9
Doctor's	—	13.3	9.1	11.8	53.8	35.0	20.0	54.2	25.7
Other[1]	7.1	6.7	9.1	5.9	7.7	—	6.7	—	5.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.1	100.0	100.0
Number of Schools	14	15	22	17	13	20	15	24	140

[1] Six of the seven cases are non-American chief administrators who hold various teaching degrees or certificates from their respective countries. The seventh is an undergraduate college student in charge of a supervised home study program for a small number of elementary pupils.

Table 15. Percent Distribution of Highest Earned Degrees of Chief Administrators of American-Sponsored Overseas Schools by Regions, 1974-75

Degree	Region					
	American Republics	Europe	Africa	Near East/ South Asia	East Asia	All Regions
Bachelor's	14.6	21.6	20.0	5.6	23.5	16.4
Master's	54.2	48.6	65.0	61.1	35.3	52.9
Doctor's	29.2	21.6	15.0	27.8	35.3	25.7
Other[1]	2.1	8.1	—	5.6	5.9	5.0
Total	100.1	99.9	100.0	100.1	100.0	100.0
Number of Schools	48	37	20	18	17	140

[1] Six of the seven cases are non-American chief administrators who hold various teaching degrees or certificates from their respective countries. The seventh is an undergraduate college student in charge of a supervised home study program for a small number of elementary pupils.

The overseas schools included in Tables 10-12 were restricted to those with enrollments of 300 and above in order to facilitate comparison with schools in the United States. That salaries in many of the smallest overseas schools are also competitive, however, is suggested by the data presented in Table 13. In the 50 schools under 300 in enrollment with U.S.-recruited administrators, the administrators' base salaries in 1974-75 ranged from $4,940 to $26,156. The mean base salary was $14,410 and the median was $14,150, and in nearly all cases housing, international travel, and other perquisites were also provided.

Tables 14 and 15 present data concerning the highest earned degree held by chief administrators of American-sponsored overseas schools, the former by enrollment grouping and the latter by geographical regions. It is evident that a group of schools in which nearly 80 percent of the chief administrators hold advanced degrees (more than a quarter with doctorates) has well-trained leadership. Even the very small schools have relatively high percentages of administrators with advanced degrees. Perhaps the primary reason for this situation is the isolation of schools from one another and from any source of professional guidance and advice, a circumstance which requires a higher level of training and experience on the part of the chief administrator than would be required in schools of comparable size in the United States.

A number of studies of overseas school personnel reported by Orr refer to this and other conditions demanding that continued top priority be given by overseas schools to recruitment of quality personnel. Orr summarizes by citing the following:

> (1) Complexities normally expected within the personnel function are compounded in the American sponsored overseas school

by its very nature; well designed and operated personnel recruitment selection, and induction functions are vital.

(2) The demands on professional personnel in the American sponsored overseas school are at a level different from those in a typical school; therefore, extraordinary competencies are required.

(3) American sponsored overseas school personnel function in a social system that is limited and more constrained than typical; therefore, provisions for acculturation are often required.

(4) Professional personnel in the American sponsored overseas school operate in relative isolation from opportunities for continuing training that is responsive to their needs to function at a high level in an American sponsored overseas school; therefore, provisions for inservice education are vital to maintenance and improvement of personnel.

(5) Mistakes in personnel selection are much more costly and complicated in an American sponsored overseas school—both financially and programmatically—than typical.

(6) Tendency for high personnel turnover is higher in the American sponsored overseas school than typical.

(7) Experienced overseas personnel tend to underestimate effects of culture shock on new personnel and effects of professional isolation on experienced personnel.[8]

Size of Enrollments

Perhaps the most accurate generalization regarding American-sponsored overseas schools is that it is not possible to generalize about them. That this is unquestionably true concerning size can be seen from Tables 16 and 17. At the beginning of the 1974-75 school year, the schools ranged in size from 8 to more than 2,500 students, with a median of 329.5. The 14 largest schools—all with enrollments above 1,325—represented 10 percent of the schools, but accounted for more than 35 percent of the total enrollment. (The three largest schools alone accounted for nearly 10 percent of the total enrollment.) At the other end of the scale, the 14 schools with enrollments under 50—also 10 percent of

[8] Orr, *op. cit.*, p. 73.

Table 16. Range, Median and Average Size of Enrollments in American-Sponsored Overseas Schools, by Region, 1974-75

Region	Number of Schools	Enrollment			
		Total	Range	Median	Average
American Republics	48	33,294	24–2,516	501	693.6
Europe	37	14,104	10–2,000	206	385.3
Africa	20	5,272	25–916	139.5	263.6
Near East/South Asia	18	7,625	73–2,437	292	479.2
East Asia	17	13,369	8–2,387	201	786.4
All regions	140	73,664	8–2,516	329.5	534.4

the total number of schools—enrolled only about one-half of one percent of the total number of students. It is safe to say, however, that American community schools abroad are small: In 1974-75, 21.4 percent of the schools had enrollments under 100, 35.7 percent under 200, 49.3 percent under 300, 60.7 percent under 400, 65.7 percent under 500, and 82.9 percent under 1,000.

Comparison of the median and average enrollments shown in Table 16 and consideration of the clusters of schools in various size groupings apparent in Table 17 also emphasize the great variation in sizes of enrollment. This circumstance suggests that these median and mean figures, given the small universe in each group, should

Table 17. Distribution of American-Sponsored Overseas Schools by Size of Enrollment, 1974-75

Size of Enrollment	Region					
	American Republics	Europe	Africa	Near East/ South Asia	East Asia	All Regions
Under 50	1	5	4	—	4	14
50-99	1	8	3	1	2	15
100-199	3	5	6	5	2	21
200-299	10	5	—	3	1	19
300-399	8	2	1	5	—	16
400-499	1	3	2	—	1	7
500-599	2	4	2	1	—	9
600-699	4	—	—	1	—	5
700-799	1	—	—	—	—	1
800-899	2	—	1	—	—	3
900-999	3	—	1	1	1	6
1,000-1,099	1	1	—	—	—	2
1,100-1,199	2	1	—	—	1	4
1,200-1,299	3	—	—	—	—	3
1,300-1,399	3	1	—	—	—	4
1,400-1,499	1	—	—	—	—	1
1,500-1,599	—	—	—	—	—	—
1,600-1,699	—	1	—	—	1	2
1,700-1,799	—	—	—	—	—	—
1,800-1,899	—	—	—	—	1	1
1,900-1,999	—	—	—	—	—	—
2,000-2,249	—	1	—	—	2	3
2,250-2,499	1	—	—	1	1	3
2,500-2,999	1	—	—	—	—	1
Number of Schools	48	37	20	18	17	140

be interpreted with care. In the Near East/South Asia group, for example, one school with an enrollment of 2,437 represents 32.0 percent of the total enrollment for the area; the second largest school, with 918 students, is only about one-third the size of the largest. In East Asia there are really two groups of schools: small, with a median size of 60, and large, with a median size of 1,800, plus two middle-sized schools with 201 and 464 students that do not fit in either group. It is therefore essential that the statistics presented be examined with such limitations as these in mind and any inferences drawn cautiously.

School Governance and Financial Support

American community schools abroad are private, independent institutions, owned and operated by the users. Typically there is an association of parents of children enrolled in the school, augmented in some instances by others in the community concerned with the school. Usually this school association is incorporated or otherwise organized under local laws and sometimes is also incorporated in the United States. Local legal requirements vary widely from country to country, from strict regulations concerning curriculum, tuition levels, teacher certification, and the like, to complete lack of concern or control by local authorities.

Whether legally incorporated or not, the school association normally is guided in its actions by a constitution and bylaws which are subject to approval of the membership. Typically the American community school abroad is governed by a school board or board of directors elected from the membership of the school association. The board, in turn, contracts with administrators and teachers for the operation of the school.

The United States government does not in any sense operate any of the American-sponsored overseas schools, although in nearly every instance there is at least some representation on the board from among U.S. government employees. Even where all or a majority of board members are U.S. government employees, however, these persons usually serve in their private capacities as parents.

The schools are supported principally from tuition payments of students enrolled, with only a small portion of financial support deriving from grants provided by the Office of Overseas Schools or from other sources. In 1975, for example, the combined budgets of all 140 schools receiving assistance totaled more than $85 million; of this amount, grants-in-aid from the U.S. government represented only about 5 percent.

American community schools abroad frequently receive assistance from American business firms operating abroad, particularly where the student body of the school is comprised primarily of dependents of U.S. business employees. To augment the support for overseas schools from the business sector, there has been an annual information program conducted by the Overseas Schools Advisory Council. This group of executives of firms with overseas operations, in

The provision of library books and other instructional materials is an important part of the assistance program of the Office of Overseas Schools.

cooperation with the Office of Overseas Schools, has compiled budgetary enrollment information concerning the schools and an assessment of their supplementary financial needs. Each year since 1968 the Council has contacted more than 500 U.S. companies and foundations to suggest contributions to the schools over and above tuition payments on the basis of a per pupil "fair share" at least comparable to grants made by the U.S. government.[1]

Certain schools have also received assistance from local business firms and a small number of schools have received gifts of land and other support from local governments. On a worldwide basis, however, the U.S. government is the single most important source of financial support beyond tuition for schools which meet criteria for assistance.

[1] See John M. Bahner, *op. cit.*, for a description of this fund raising program.

CHAPTER 3

Government Assistance to Overseas Schools

Small size, location overseas far from the source of American personnel and materials, various external factors which hold tuition levels at a relatively low level, and other factors prevent the American community schools abroad from attaining complete financial self-sufficiency. Because the schools provide educational opportunities for the dependents of U.S. government personnel stationed abroad and because the schools serve to strengthen mutual understanding between the people of the United States and the people of other countries, the United States government provides programs of assistance to these schools.

Funding for the first purpose —dependent education—is authorized under the Foreign Assistance Act of 1961, as amended, and the Foreign Service Act of 1946, as amended; funds to support the second purpose—mutual understanding—are authorized under the Mutual Educational and Cultural Exchange Act of 1961, as amended. Although these programs of assistance since 1964 have been coordinated in the Office of Overseas Schools of the Department of State, the history and development of the programs extend over nearly a third of a century.

Initial Programs in Latin America

Assistance to American-sponsored overseas schools began in 1944 when the Congress appropriated $220,000 for aid to a small group of schools in Central and South America for the purpose of enabling the schools to provide educational programs based on the American pattern. This assistance continued under the program of the Coordinator for Inter-American Affairs until, with the passage of the U.S. Information and Educational Act of 1948, it became a part of the so-called "Smith-Mundt Program." Funds made available for

assistance to the American overseas schools were administered by the Inter-American Schools Service, a contract agency operating under the auspices of the American Council on Education. Assistance was provided primarily to supplement salaries of American teachers employed in the schools and to purchase educational materials and equipment.

Worldwide Assistance Programs

In 1957 assistance to American-sponsored community schools abroad became worldwide in scope. In that year U.S.-owned local currencies were made available to American schools in those countries with which the United States had agreements for the sale of surplus commodities under Public Law 480. The so-called "P. L. 480 funds" made available to them enabled a number of schools to enlarge and expand their physical facilities, and provided funds for salary supplements for teachers and for scholarships for local students enrolled in the schools.

Meanwhile, in 1959, an amendment to the Mutual Security Act made possible the expenditure of foreign aid funds to assist American-sponsored overseas schools for the purposes of site acquisition and school construction and for the purchase of library and science laboratory equipment and materials. This source of assistance, however, was also short-lived; within two years a decision was made to limit the use of these funds to American-sponsored institutions of higher learning abroad, primarily in the Middle East.

Concern for the Education of Government Dependents

The programs so far described had as their central purpose the effort to bring about mutual understanding through the schools by making available to concerned individuals and groups overseas the opportunity for education based on the pattern of educational programs in the United States. Although many of the schools which received assistance had been established for the primary purpose of educating American children, there was no direct concern, *per se*, in any of the government programs described above for the education of American children who happened to be living abroad by reason of their parents' employment overseas with the federal government or in the private sector. As more and more federal employees were stationed abroad in the postwar years, particularly in the less developed countries of the world in which the foreign aid program was active, the lack of adequate educational facilities for dependent children posed serious problems in the recruitment and retention of qualified personnel. It became increasingly apparent that government assistance would be necessary to ensure the existence of adequate educational opportunities for dependent children.

The potential contribution of the American overseas school as a factor in making overseas service attractive to Americans was first recognized in the Mutual Security

A number of overseas schools offer special programs for children with psychological problems.

Act of 1954. This legislation provided that assistance might be given on an *ad hoc* basis to schools established for dependents of government employees if "emergency educational situations" existed. Large numbers of foreign aid technicians and State Department employees were being asked to take up positions in a large number of countries such as Bolivia, Pakistan, Indonesia, and Tunisia where no suitable schools existed for the education of American children. In such circumstances it was not difficult to demonstrate that "emergency situations" existed, and funds were provided for the establishment and support of schools in these and other similar countries.

Another indirect source of government support for American-sponsored overseas schools appeared about the same time in the form of education allowances for federal employees stationed overseas. Although under the new legislation allowance payments were provided directly to the employee to help him meet the cost of educating his children while stationed overseas, it is obvious that those schools enrolling significant numbers of government dependents benefited in large degree from the funds accruing to them from this source.

The Mutual Educational and Cultural Exchange Act of 1961 (the "Fulbright-Hays Act") also gave indirect recognition to the problems concerning dependent education. The legislation noted that programs for continuation of assistance to American-sponsored overseas schools might also consider and seek to address the needs of the increasing numbers of American government employees' children attending those schools.

The Foreign Assistance Act of 1961, which set up the Agency for International Development (AID)

as the new foreign aid agency, authorized the expenditure annually of $1.5 million to "provide assistance . . . to schools established, or to be established, outside the United States . . . in providing for the education of dependents of personnel carrying out activities under this Act and dependents of United States government personnel." This act also authorized additional sums for construction of schools and boarding facilities for government dependents under certain circumstances. Funds have been provided annually under the AID legislation to support dependent education, and, beginning with the Fiscal Year 1968 program, the legislation increased the limitation on annual expenditures to a total of $2.5 million.

Of course, AID funds could be used to assist schools only in countries in which AID programs existed. As embassies and consular posts were established in countries without adequate dependent education facilities, the Department of State found itself faced with the need for some means of support for schools for dependent children at these posts. The Department therefore requested funds to support parallel programs in areas in which AID funds were not applicable. A 1964 amendment to the Foreign Service Act of 1946 provided such funds for the first time, and support under this legislation for overseas schools has continued annually since that time.

Thus, by mid-1964 there were three separate programs for providing direct assistance to American-sponsored elementary and secondary schools abroad. These were (a) the American-Sponsored Schools Branch of the Bureau of Educational and Cultural Affairs of the Department of State, (b) the Dependent Schools Branch of the Agency for International Development, and (c) the Dependent Education Program of the Bureau of Administration of the Department of State. Recognizing the need for coordination of these assistance programs, the Department of State and the Agency for International Development agreed to establish a consolidated overseas schools program, and set up the Office of Overseas Schools.

CHAPTER 4

The Office of Overseas Schools

A single, consolidated overseas schools assistance program came into being with the establishment of the Office of Overseas Schools in July 1964, within the Office of the Deputy Under Secretary of State for Administration. This new office was given the responsibility of planning and administering a consolidated program comprising the three separate programs which had existed previously. Responsibility for policy direction of the Office of Overseas Schools was given to the Overseas Schools Policy Committee, composed of the Assistant Secretary of State for Administration, the Assistant Secretary of State for Educational and Cultural Affairs, and the AID Assistant Administrator for Program and Management Services. The Director of the Office of Overseas Schools serves as Executive Secretary of the Policy Committee, and he directs a staff of Regional Education Officers and Program Officers who are responsible for the program in each of the various regions of the world.

Regional Education Officers

The Office of Overseas Schools has an overall concern for educational opportunities available to dependents of U.S. government personnel stationed abroad. In order to enable it to serve as the functional arm of the Department of State and the Agency for International Development in Washington and the various Foreign Service Posts and Foreign Aid Missions abroad, and to counsel individual parents and students regarding educational problems, the Office of Overseas Schools was staffed with professional educators with training and experience in elementary and secondary teaching and administration, teacher training, international education, and the like.

The planning model for management by objectives developed by the Office of Overseas Schools outlines specific duties of the Regional Education Officers as they relate to (a) the needs of individual Foreign Service parents and the education of

their dependent children, (b) the needs of the Department of State and the Agency for International Development in fulfilling their responsibility to provide adequate educational opportunity for the dependent children of personnel stationed abroad, and (c) the aims of the Department of State in the area of intercultural education.[1] The latter two areas, of course, include the grant-in-aid program and other relationships with the American-sponsored overseas schools.

One of the major means of providing adequate educational opportunities for Foreign Service dependents is through the American-sponsored overseas schools, many of which have been established or reorganized and strengthened through the efforts the Regional Education Officers. Each of these officers makes frequent visits to the overseas posts within his specific region in order to become acquainted with the schools and posts within his region and to consult with school officials, teachers, parents, embassy and AID officers, and local educational officials for the purposes of determining needs of the schools, offering advice for the improvement of educational programs, assisting with the development of inservice teacher training activities, supervising previous grant programs, and developing further programs of assistance within legislative authority and within financial limitations. In addition, the Regional Education Officers are responsible for maintaining close liaison with school systems, colleges and universities, professional education organizations, and other individuals and groups concerned with educational activities in order to enlist the cooperation of the educational community in the United States in the effort to encourage and assist American-sponsored overseas schools.

Types and Means of Assistance

Financial assistance to overseas schools under the various legislative authorities is normally made available to an individual school by

[1] Office of Overseas Schools, "Management by Objectives: Planning Model." Mimeographed, 1975, pp. 12-16.

Support of in-service programs for professional staffs is provided to overseas schools by the Office of Overseas Schools.

Several overseas schools are very small, with total enrollments of under a dozen pupils.

means of a grant-in-aid in the form of a contract between the local American embassy and the governing board of the school. In the fall of each year schools which meet the criteria for assistance submit replies to the Overseas Schools Questionnaire. These replies provide information concerning the organization and administration of the school, governing board, staff, student body, educational program, budgets, and the like. The questionnaire, together with a request for assistance, is submitted to the local embassy or consulate where it is evaluated by an officer designated to act as liaison with the school. The embassy adds its concurrence or other comments before submitting the questionnaire and request to the Office of Overseas School, where it is evaluated along with all other requests received.

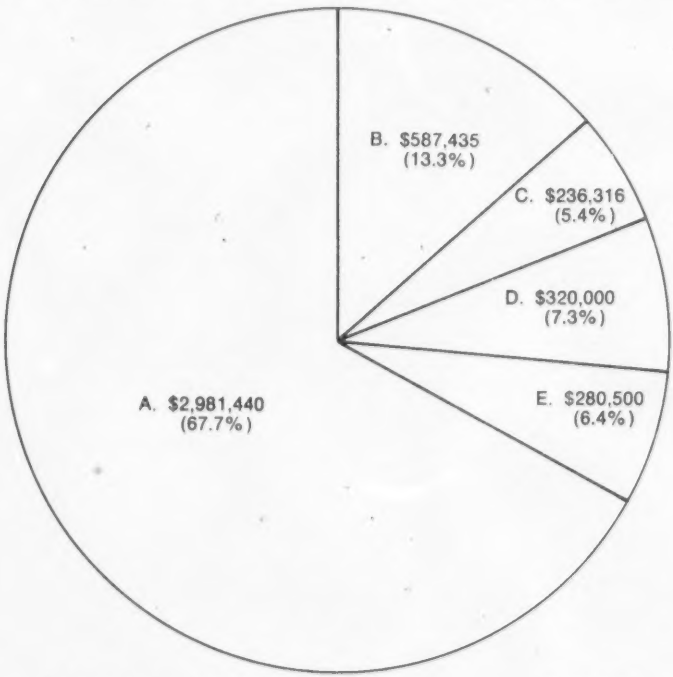
Grants can be provided for a broad range of activities intended basically to augment and improve the schools' programs of instruction. The numerous specific purposes fall into five general categories shown in Figure 2. "Professional salaries and teacher development" includes funds provided to recruit and employ staff, to supplement salaries, to provide for inservice education programs, and the like. "Educational supplies and equipment" includes funds provided to assist with the cost of expendable instructional supplies and equipment. "Professional and consultative services" includes special activities such as the School-to-School Project, the services of special consultants, as well as services contracted directly by the Office of Overseas Schools, such as recruitment services provided under a contract with the International Schools Services, Inc. of Princeton, New Jersey, in-service training programs conducted by various universities and the Institute for the Development of Educational Activities (I/D/E/A) of Dayton, Ohio, evaluation of schools and school programs carried out by the regional

accrediting associations, services in connection with student counselling and college entrance under a contract with the College Entrance Examination Board, special consultants and services in the development of innovative programs, and the like.

"Scholarships" refers to those funds which are provided to assist local national children attending the school who could not otherwise pay the required fees. "Construction" includes funds which under special circumstances and with special approval of the Overseas Schools Policy Committee, may be provided to help support the costs of site acquisition, architectural and engineering fees, actual construction costs, and capital equipment.

Funds available under the three legislative authorities in Fiscal Year 1975, a total of $4.4 million, were distributed as shown in Figure 2. It is clear that by far the major area of concern is improvement of the instructional program, with two-thirds of the budget going for staff support,

Figure 2. Assistance in Fiscal Year 1975 to American-Sponsored Overseas Schools under the Consolidated Assistance Program of the Office of Overseas Schools



A. Professional Salaries and Teacher Development—$2,981,440
B. Educational Supplies and Equipment—$587,435
C. Professional and Consultative Service (Worldwide)—$236,316
D. Scholarships—$320,000
E. Construction—$280,500 TOTAL—$4,405,691

5.4 percent for professional and consultative service devoted primarily to the instructional program, and 13.3 percent for instructional materials. Thus, a total of 86.4 percent of the budget supports instruction.

Criteria Governing Assistance to Schools

The criteria established for assistance to American-sponsored overseas schools are listed in Section 600 of the Foreign Affairs Manual, Volume II (2 FAM 600). Those established under the Mutual Educational and Cultural Exchange Act of 1961, as amended, are as follows:

1. The school must meet a demonstrated need for American-type educational facilities in the community or region, and, in the case of primary and secondary schools, shall be open to the enrollment of qualified American students.

2. The school must have been founded by or must be operated or sponsored by citizens or nonprofit institutions of the United States, with or without the participation of nationals of other countries.

3. The school must operate without objection from the national government of the host country and must be nonpolitical in character.

4. Authority over policy, finances and administration must be vested in a competent board of responsible persons, usually including representation of the appropriate U.S. Embassy or Consulate, but at a minimum to include representation by U.S. citizens. This will vary from school to school depending on local circumstances and on U.S. policy.

5. The director or principal of the school, wherever practicable, should be a U.S. citizen.

6. There should be a sufficient number of teachers from the United States or teachers trained in American educational methods to assure adequate contact for the students with these methods and the corresponding ideals.

7. The curriculum and instruction of the school should be of good quality and reflect accepted U.S. theory and practice in education to the greatest extent practicable.

8. Primary and secondary curricula should provide instruction in the language, literature, geography, and history of the United States, and, where practicable, of the country where the school is located. Wherever the needs of American students require it, English shall be used as a language of instruction.

9. The operation of the school should contribute to mutual understanding between the people of the United States and the peoples of the host country or other countries through such means as enrollment of foreign nationals, the provision of binational extracurricular, and community programs, and English-language classes for special students.

10. The financial plan of the school should provide for continuing recourse to all feasible means of achieving and maintaining its financial independence through an adequate fee structure, endowment, and other forms of private support.

11. Financial aid will not be given to church-connected schools. Nor will it be given to government, company, or private profit-earning schools unless provisions of such assistance would assure educational facilities for American dependents which would not otherwise be available in the area.

Even though the basic purposes underlying assistance to American-sponsored overseas schools under the Mutual Educational and Cultural Exchange Act have to do with the demonstration of American educational philosophy and practice and therefore do not relate directly to the education of dependent children of American personnel, it is self-evident that American children should constitute a sizeable portion of a school's enrollment if it is indeed to be an "American" school demonstrating American educational ideas and ideals.

The final criterion above makes incidental reference to the need for educational facilities overseas for dependents of Americans stationed abroad, but it is the funds provided under the Foreign Service Act and the Foreign Assistance Act which have been authorized and appropriated for the specific purpose of providing educational opportunities for dependents of government personnel. To be eligible for assistance under the provisions of these legislative authorities under criteria established both by AID and the Department of State (and also listed in "2 FAM 600"), a school must meet the following conditions.

1. There are sufficient numbers of dependent children at post to represent an established need for dependent education.

2. There is evidence of local support on the part of the United States, local, and other foreign communities at post.

3. There is evidence that there are available sufficient numbers of qualified and interested persons, including American citizens, to provide proper policy, financial, and administrative guidance to the schools.

4. English is the primary language of instruction.

5. To the extent practical under existing local conditions, the school follows a fundamentally American curriculum and American teaching methods and uses American textbooks and reference materials.

6. Academic standards, including teacher qualifications, are comparable to those in American schools.

7. There is a policy of admitting all dependents of U.S. government employees who otherwise meet the school's admission standards.

8. There is evidence that the school will ultimately be able to cover ordinary recurring operating expenses from tuition or other school income other than U.S. Government grants.

9. There is evidence that there is no other feasible means currently available to the school for adequately financing expenditures necessary to provide for the education of government dependents.

Eligibility of an overseas school for assistance under either or both sets of criteria is determined in the first instance by the local American Embassy or Consulate, which thereupon passes on to the Department of State its recommendation that the school be included in the overseas schools assistance program. If the Department of State concurs, the school's requests for assistance in carrying out specific goal-oriented activities are then considered for funding, subject to the justification of requests in the light of assistance policies and to the availability of funds.

CHAPTER 5

Resource for International Education

American elementary and secondary community schools throughout the world exist for the primary purpose of providing educational opportunities for Americans living abroad and for others seeking similar educational programs for their children. A secondary purpose, long encouraged and supported by the Office of Overseas Schools, has to do with the improvement of international and intercultural understanding and the demonstration of American education as a means toward that understanding. It is clear that students enrolled in an overseas school which provides instruction in the local language, history, geography, and culture have an unusual opportunity to study at first hand and to begin to understand and appreciate the roles of different peoples and cultures in the world. The same is true, of course, for teachers and administrators who serve in such schools and participate in these programs. The overseas schools can and do constitute a rich resource for international education, not only for overseas staff members and students, but also for the education community in the United States.

Objectives

International education," an elusive terms, has been aptly described as any experience which reduces ethnocentrism. In an attempt to determine the extent to which the overseas schools provided opportunity for such experiences, the American Association of School Administrators in 1970 appointed a Commission for the Assessment of the Intercultural Contributions of the American-Sponsored Overseas Schools. The Commission was charged with the responsibility of examining the programs and activities of the schools and preparing an assessment of the contributions to intercultural understanding made by them. The resulting report, entitled *An Investment in Human Futures*,

cites numerous examples of programs and activities and concludes that ". . . American-sponsored overseas schools are, indeed, making significant contributions to intercultural understanding. The many, and exciting, instances of intercultural people-to-people relationships involving pupils, teachers, parents, school systems, colleges, universities and organizations combine to form a complex of activities focusing upon fundamental social need to prepare youth for life in an increasingly interdependent family of nations." [1]

Many overseas schools have long recognized the need to develop curricula which will provide experience leading to intercultural understanding and the reduction of ethnocentrism. More than a decade ago the American schools in Mexico, for example, articulated this concern in a booklet describing their role within their host country:

> . . . To bridge the gap between the host country's culture and that of the United States of America . . . the American schools:
>
> 1. promote mutual respect and understanding between Mexican and U.S. citizens, especially the children,
>
> 2. provide educational experiences for young people and adults which help to interpret each culture to the other,
>
> 3. provide broad, bilingual educational programs which may lead the students into business and commercial services, or into higher education in either the United States or the host country.
>
> 4. provide leadership in educational practices by utilizing and

[1] Commission for the Assessment of the Intercultural Contributions of the American-sponsored Overseas schools, *An Investment in Human Futures*. Washington, D.C.: American Association of School Administrators, 1971, p. 40.

Many American-sponsored overseas schools offer intercultural programs which provide opportunities for their students to visit or to live for brief periods of time in local homes with children their own age.

demonstrating modern methods of instruction, and through democratic organization, operation, and administration of the schools,

5. contribute to civic, cultural, recreational needs of their community through adult and special language education.[2]

Instructional Programs and Materials

The great diversity among overseas schools noted earlier dictates that curricular programs will vary widely. Unfortunately, some schools operate simply as transplanted American institutions, as islands within the cultures which surround them. Increasing numbers, however, are moving toward the other end of the continuum, and not only have articulated objectives such as those outlined above, but have instituted curricular activities and programs, developed instructional materials, and conducted staff in-service training programs aimed at providing teachers with an international dimension, a dimension defined by Orr ". . . not only as possessing information [about other cultures] but also as the wisdom to recognize internationalism as a frame of mind, an attitude, a concept of oneself as a member of an international community—it means behaving interdependently rather than dependently." [3]

Many schools conduct "orientation" programs for staff members which go beyond basic information for initial "survival" in the new surroundings, but dwell on cultural differences and sensibilities which must be understood and appreciated if one is to function adequately in the culture. More and more schools are instituting courses in local languages and culture, and many involve their students and teachers in intensive field trip experiences intended to immerse them in life in the host country in order to foster appreciation of cultural differences. In addition, in-service training programs in many areas of the world have included culture-learning workshops such as those conducted for overseas teachers by the Culture Learning Center of the East-West Center in Honolulu.

Special curriculum guides, sourcebooks, films and filmstrips, tapes, courses of study, and other activities and programs devoted to intercultural understanding have been developed in a number of schools,[4]

[2] *American Schools of Mexico and Their Expanding Role*. Mexico, D.F.: Association of American Schools in the Republic of Mexico, 1965. pp. 35-36.

[3] Orr, *op. cit.*, p. 56.

[4] See, for example, Inter-Regional Center for Curriculum and Materials Development, *Life in Honduras*. Barranquilla, Colombia: The Center, 1973 (The series contains eight additional titles prepared by students of American-sponsored schools in Central American and Caribbean countries); Ray F. Downs and Jack T. Moyer, *Japanese Studies at the American School in Japan*, Tokyo: Japan Studies Center, American School in Japan; John W. Dankowski, *Focus on Taiwan* and *Exploring Taiwan*. Taipei: Taipei American School, 1970: Leo P. Franz (ed.), *Tianguis*, I:1 (September, 1975) Published by the American School Foundation, Mexico, D.F., Mexico (This magazine includes such articles as "Mexico City: Now and Then," "Juan O'Gorman, Mexican Artist," "Mexican Masks," and others.); Inter-Regional Center for Curriculum and Materials Development, *English as a Second Language*, Barranquilla, Colombia: The Center, 1975; Jean H. Miller, *et. al., Man, A Creative, Rational, Organized Species: Introduction*. Manila, Philippines: Audio-Visual Production Center, International School, 1975. (This course, developed as an extension of *Man: A Course of Study*, also includes Readings for Teachers, Teachers' Guide, a series of pupils' booklets on various Filipino sub-cultures, and other multimedia instructional materials.); Tehran American School, "Iranian Cultural Studies," in *Program of Studies*. Tehran: Tehran American School, 1974; Interschool Curriculum Committee, *Saudi-Arabian Studies in American Schools*. Jeddah, Saudi Arabia: Parents Cooperative School, 1976.

and many of these are available for use or adaptation in schools in the United States and elsewhere.

Demonstration Centers

An additional dimension of educational programs in American-sponsored overseas schools is the "demonstration" of American education within the countries in which each school is located. Obviously, whether or not an American school located abroad is representative of educational philosophy and practice in the United States, the image it presents will be the image of schools in America for most local observers. Consequently, many overseas schools consciously seek to involve the local educational community in their programs; many of these programs receive support from the Office of Overseas Schools. Most regional in-service programs in individualization of instruction sponsored by the Office of Overseas Schools, for example, include participants from local ministries of education and local school systems, and close contact and mutual assistance activities have resulted. Similarly, local educators are usually invited to participate in the regional workshops and conferences for overseas school administrators conducted by the regional associations of overseas schools. Many schools cooperate with local teacher-training institutions in organized programs for pre- and in-service training of local national teachers which include classroom observation, seminars, and, in some instances, practice teaching. These and similar activities with varying degrees of sophistication provide the local education community with opportunities to observe educational innovations affecting educational programs in the United States.

American community schools abroad serve as observation and demonstration centers for educators of the countries in which the schools are located.

45

Formal and informal contact between the students of American-sponsored overseas schools and students of host-country schools also serve to encourage understanding. Many schools conduct exchange visits with local schools, participate in sports and athletic competition, cooperate in such activities as science fairs and book fairs, and the like.

Opportunities for schools in the United States to take advantage of the resources for international education afforded by overseas schools take many forms. Obviously, schools can seek out and employ personnel returning from overseas service and place them into positions in which their special background and experience can be brought to bear. Obvious, too, is the opportunity to draw upon the experience of individual students who transfer into public and private schools in the United States from overseas schools. Experience suggests, however, that more structure is needed to effect meaningful programs. One means of providing such structure is the School-to-School Project sponsored by the Office of Overseas Schools.

School-to-School Project

Beginning in 1965 with the pairing of 25 overseas schools with selected school systems in the United States, the School-to-School Project had expanded by 1976 to include 71 pairings between overseas schools in all parts of the United States. Project activities are intended to effect a functional relationship between American community schools overseas with outstanding school districts in the United States in order to provide partner schools in the United States with opportunities to develop activities in international education. General objectives of the project are:

> 1. The development of American-sponsored overseas schools as centers for providing international demonstrations of American education.
>
> 2. The development and maintenance of quality educational programs ensuring equal educational opportunities consistent with the requirements of elementary, secondary and higher education in the U.S.
>
> 3. The development and expansion of significant and pertinent programs of international studies in the elementary and secondary schools at home and abroad.
>
> 4. The development of community identification that will contribute to better world understanding.[5]

Soon after the initiation of the project, the American Association of School Administration assumed leadership of the project and coordinated project activities under a contract with the Office of Overseas Schools. Although AASA is no longer directly associated with the project, the structure and guidelines developed by the Association continue to undergird it.

Specific activities carried on under the School-to-School Project have been as varied and diverse as the overseas schools and the domestic schools participating in the project. There have been exchanges of teachers and students; consultation

[5] American Association of School Administrators, *Developing School-to-School Projects*. Washington: The Association [1970], p. 18.

by curriculum and administration specialists; exchange of instructional and administrative materials; production of curriculum guides, resource books, and other instructional materials; involvement of institutions of higher learning and other educational officials on both sides; community involvement through lectures and discussion groups; and the like.

Stateside school superintendents, overseas administrators, and other educators involved in the School-to-School Project have established the Association for the Advancement of International Education (AAIE) in order to support the aims of the project and to broaden the involvement of the American educational community through the medium of American elementary and secondary community schools abroad. Through this organization and other concerned individuals and groups there has been exchange of ideas among schools in the United States and among overseas schools regarding means of improvement and expansion of the project, and additional schools are seeking to become involved in this "bridge" to international understanding.

Summary

American elementary and secondary community schools abroad seek to serve the dual purpose of providing for the education of dependent children of Americans serving abroad and of strengthening understanding between the people of the United States and the peoples of other countries. Generally speaking, these schools are of recent origin, more than three-fourths having been founded since 1950. They are privately controlled, supported in the main from tuition fees supple-

To provide fully adequate educational opportunities for American children living abroad is the primary purpose of the American community schools abroad.

mented by grant-in-aid from the Office of Overseas Schools of the Department of State and by other support from business firms, foundations, and local governments. These schools vary widely in terms of size, student body, staff, facilities, programs, and general effectiveness in fulfilling their objectives.

Many American community schools overseas serve effectively as "bridges" to international understanding. They provide opportunities for American students and teachers to become involved in language and area studies programs and to associate with students and teachers from many countries. Non-American students and teachers in the schools have the opportunity to become intimately acquainted with Americans and with American educational philosophy and practice. School systems in the United States and other individuals and groups associated with the overseas schools have the opportunity not only to share their resources with the overseas schools, but to take advantage of the overseas schools as resources for international educational programs as well.

The Office of Overseas Schools of the Department of State, the Association for the Advancement of International Education, the American Association of School Administrators, and other concerned organizations and individuals in the American educational community seek to assist the American elementary and secondary community schools abroad in more effectively meeting their dual purpose.

A concomitant purpose of the American-sponsored overseas schools is the fostering of understanding and communication between the people of the United States and the peoples of other countries.

Appendix

Location of Overseas Schools Assisted by the Office of Overseas Schools

The statistics presented in the present article are taken from reports submitted to the Office of Overseas Schools by the 140 schools which received assistance during Fiscal Year 1975. (In addition, there are several schools which meet the criteria for assistance and which have been assisted in the past, but which received no aid in 1975.) The list below includes the countries in the various regions in which the 140 schools are located. A current list of names and addresses of schools receiving assistance, as well as a one-page fact sheet on each of the schools, is available from the Office of Overseas Schools, Room 234, SA-6, U.S. Department of State, Washington, D.C. 20520; more detailed information should be requested from individual schools.

AMERICAN REPUBLICS
- Argentina
- Bolivia
- Brazil
- Chile
- Colombia
- Costa Rica
- Dominican Republic
- Ecuador
- El Salvador
- Guatemala
- Haiti
- Honduras
- Jamaica
- Mexico
- Nicaragua
- Paraguay
- Peru
- Uruguay

AFRICA
- Algeria
- Cameroon
- Egypt
- Ethiopia
- Ghana
- Guinea
- Ivory Coast

Kenya
Liberia
Malagasy Republic
Morocco
Nigeria
Somalia
Sudan
Tanzania
Togo
Tunisia
Zaire
Zambia

EUROPE
Austria
Bulgaria
Czechoslovakia
Denmark
France
Germany
Greece
Hungary
Iceland
Ireland
Italy
Netherlands
Poland
Romania
Spain
Sweden
Turkey
United Kingdom
USSR
Yugoslavia

NEAR EAST
AND SOUTH ASIA
Afghanistan
Bangla Desh
India
Iran
Israel
Jordan
Kuwait
Lebanon
Nepal
Pakistan
Saudi Arabia
Sri Lanka
United Arab Emirates
Yemen

EAST ASIA
Burma
Hong Kong
Indonesia
Japan
Malaysia
Peoples Republic of China
Philippines
Singapore
Taiwan (Republic of China)
Thailand

The School-to-School Project

A current list of those American-sponsored overseas schools which are paired through the School-to-School Project with school systems in the United States may be requested from the Executive Secretary, Association for the Advancement of International Education, 31 Nob View Circle, Little Rock, Arkansas 72205. More detailed information regarding the rationale and structure of project will be found in the AASA publication entitled *Developing School-to-School Projects.* Information regarding current functioning of the project may be obtained from the AAIE, from the Office of Overseas Schools, or from individual schools involved in the project.

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